

September 12, 1983

Wrong Public Servants Being Fired

Since July 7 I've been trying to figure out just why B.C. has become The Land That Time Forgot. The ostensible reasons...restraint, recovery, etc....don't stand up for a second. The more likely reasons are deeper and more disturbing.

The Socreds' theory seems to be that if we cut back public programs and public servants, we don't have to tax and borrow so much. People will have more money to spend, and will rush out to popstart the economy with a shopping orgy.

But the Socreds are coy about just how much money will pour into our pockets from the current firings. And will taxpayers actually benefit the B.C. economy when they spend their supposedly increased disposable income? It won't do us much good if the average tax payer blows his extra money on a German tape deck for his Japanese car. Meanwhile, what is his unemployed public-servant neighbor supposed to do to help recovery? Steal tape decks?

The restraint program is based on an utterly false analogy with private industry. Education Minister Jack Heinrich said the other day that he now understands how "the head of the sawmill or the head of a plant feels when he's got to go and say to people: 'I don't have any money. I got no (sic) market for my product and I'm afraid your employment is at an end.'"

But a school is not a sawmill. The purpose of a sawmill is to make a profit; the purpose of a school is to produce educated and responsible citizens. If we won't pay the price for good schools, we'll pay the cost of bad ones. What's more, the overall demand for education hasn't slackened. Declines in enrolment in elementary and secondary schools are increasingly balanced by swelling enrolments in our colleges and universities.

What has declined is the political power of

people who consider education important. School-age children and their parents are a dwindling part of the population, and post-secondary students are notorious for their political apathy. So the Socreds have passed along the costs of the recession to them as well as to the poor, the disabled, the minorities, and other weaklings.

The people who have dedicated their lives to serving these weaklings aren't so strong themselves, so they make great scapegoats. We never notice the thousands of trained, hard-working professionals who design and build our highways, or look after the handicapped. We just see the kid leaning on his shovel, or the gum-chewing clerk who makes us wait in some dreary government office. Who cares what happens to those parasites?

But Socred rhetoric alone couldn't make scapegoats out of teachers and trustees and firefighters and social workers and ditch-diggers. The July 7 programs had to be designed, evaluated, and implemented by some of those same public servants.

The education finance formula, for example, deprives school boards and local voters of all meaningful powers, and must have been at least a couple of years in the making. It shows that during that time the ministry was deaf to all outside suggestions for improving school financing, and mute about what it really intended.

The bureaucrats who devised it must have realized what a brutal, futile measure they were planning against teachers, administrators, and trustees. Yet they broke bread with us; they held meetings with us on countless subjects; they commiserated with us during the Vander Zalm months. And all the while they were planning changes worse than Vander Zalm ever imagined. Surely they must have known the changes can't work if they

destroy the co-operation and trust of the educators who must carry them out.

The mandarins are also our neighbors and colleagues. They have worked alongside us for years, and will continue to do so, but they can no longer be trusted or even respected as fellow-believers in democracy. Out of conviction or opportunism, they have pandered to a large minority of British Columbians who really don't like the rest of us very much. That minority doesn't give a damn about financial restraint; it's just a code phrase for hurting people they don't like.

When the minority suffers too, as it inevitably will, it'll find another scapegoat to blame...intellectuals, or drunken Indians, or the Yellow Peril, or Jews...anybody but itself and its own selfish, stupid policies. And a few morally catatonic bureaucrats, the ones who should have been fired, will be there to help.

Reprint from Crawford Kelian's column (Education), which appeared in The Sun, Aug. '83 (At the request of Lillian Zimmerman)

Teaching Adults

PROFESSIONAL DEVELOPMENT FOR PART-TIME INSTRUCTORS OF ADULTS

TEACHING ADULTS: GETTING STARTED is the title for a live, interactive TV program, to be broadcast on the Knowledge Network Wednesday September 7, from 8 to 9 p.m.

Produced by B.C. adult educators, the program will provide C.E. instructors with practical suggestions and ideas to help them prepare for the start of their classes, and get the class off to a good start at the first session. It should be of interest to new and experienced instructors alike.

Peter Renner, author of The Instructor's Survival Kit, and Dan Pratt, Adult Education Division, U.B.C., will be featured in the broadcast. Drawing on their extensive experience as teachers of adults, they will demonstrate techniques and provide tips and

strategies that have proven effective in their adult education classes.

This broadcast is an experiment in using the Knowledge Network as a means of providing professional development on teaching adults for instructors throughout the Province. In addition to C.E. instructors in the public education system it might be of interest to trainers of adults in a variety of industrial, governmental, and community settings. Reactions to this prototype program and its future potential would be appreciated by the Continuing Education Division, Ministry of Education.

NOTE: Douglas College will not be holding a group session for viewing. However, the show will be taped and will be available through the library. Print materials may be obtained by contacting Rita Chudnovski local 2793.

Heritage Display

The British Columbia Heritage Trust's photo exhibit, 'Conservation, British Columbia', conceived and produced by Philip Graham, is now on display in the library.

The program was designed to ensure province-wide awareness of the preservation and restoration of local heritage buildings. Through the exhibit the Trust hopes to provide residents throughout B.C. with an excellent opportunity to view buildings and sites which represent the province's heritage.

When you have a moment, drop by and take a look!

Nursing Adds Self-Directed Study

Douglas College is meeting a need for highly specialized Emergency Department Nurses at the Surrey Memorial Hospital by offering

a self-directed study program in Emergency Nursing.

The Surrey Memorial Hospital recently opened a trauma unit to enable emergency cases previously transferred to the Royal Columbian Hospital to be treated at Surrey. As the new trauma unit will need nurses who are highly specialized in dealing with accident victims, arrangements have been made between the Hospital and the College to prepare Nurses to staff the unit.

Seven R.N.'s who are currently employed in the Emergency Department at the Surrey Memorial Hospital will be enrolling in the Post-Basic Emergency Nursing Program in the Fall Semester. These Nurses will take the program on a self-directed study basis while continuing to work in the Emergency Department. This program, the first in Canada, requires a great deal of flexibility and co-operation by both the College and the Hospital.

Special features of the program include the following:

1. Each student will be assessed to establish the level of clinical competency at the beginning of the program and credit will be granted for the level already achieved.
2. An independent clinical practise program will be identified for each student based on the established competency level.
3. Students will spend a minimum number of days in the clinical setting under the guidance of a college instructor. Other clinical practise time will be the students' work period. Learning experiences will also be arranged in other hospital emergency departments, as well as in the students' work setting.
4. College instructors will be responsible for the clinical evaluation of students' performance in the Emergency Department.
5. The theory courses will be offered as independent study modules, also students will be encouraged to attend class with other students when possible.

6. The hospital has agreed to the nurses using their professional education days to attend classes at the College.

7. Students will be expected to meet all the program objectives to be eligible for a college certificate.

This program has been made possible by the excellent support and co-operation of the Surrey Memorial Hospital Administration and Board, and the College Community. At all stages of the approval process of the modified program design, the College displayed flexibility and provided encouragement.

Mary Fewster
Director of Nursing

Appointment

Douglas College is pleased to announce the appointment of Randi Duke to the new position of Community Resource Development Officer. Ms. Duke comes to Douglas College from the College of New Caledonia where she was Co-ordinator of Adult Special Education. She has spent the past fifteen years working in adult education programs in Ontario and B.C.

Ms. Duke's major duties at Douglas College will include:

- Assisting the community and the college to initiate project and program ideas in response to learning needs
- Acting as a catalyst to bring together community groups, existing College resources and personnel, and funding for project ideas and community funding sources for the college and the community
- coordinating applications for funding made through, or in conjunction with, the college.

Ms. Duke will report to the president.

Relocating Procedures

Procedure for Relocating Offices, Furniture, and Staff Within the College Facility: LITY:

PREAMBLE:

Physical Plant has recently completed an inventory of all furniture and equipment in classrooms, faculty offices, and meeting rooms. Specialized (designated) teaching spaces and administrative office areas will be inventoried within the next week or two. This process has allowed us to produce a 'master' list of spaces together with the contents, occupants, services, potential usage, etcetera, of each space.

PROCEDURE:

In order to keep our 'inventory' current, we ask that the following procedure to be followed should a request be forthcoming to relocate people or furniture, to add new faculty and furniture, or to vacate an office due to termination of staff/faculty.

1. Request for relocation of people and/or furniture will be in writing; as will information giving additional staff or deletion of staff/faculty.
2. Director of the division/department is to be aware of (and authorize) the move. Director is also responsible for notifying Physical Plant of impending new faculty/staff and/or of departing faculty/staff. (The appropriate Dean should be copied with this information).
3. Request is then to be forwarded to the Director of Physical Plant and Site Services. It will be reviewed and either approved or not approved, based on space available, services provided/needed within the space, cost of implications caused by the move (phones, keys, utilities, janitorial, etcetera).

When approved, appropriate action by the Physical Plant Department will be taken to accomplish the move, ie.

- a) switchboard will be notified of change of location/local of person
- b) mailroom will be notified
- c) telephones will be relocated/reprogrammed as required
- d) keys will be dispensed/exchanged as required
- e) inventory will be kept current to allow for upgrading of furniture, as budgets permit.

Co-operation with respect to the above will allow for optimum use of our facility, most effective use of budgets, and the most expedient service by Physical Plant to meet your requirements.

Approved by Management Committee September 6/83

Provincial Exams Announced

News Release from the Ministry of Education,
August 31, 1983.

Provincial examinations in grade 12 academic subjects will be required for students in both public and funded independent schools starting January, 1984, Education Minister Jack Heinrich announced today.

Academic subjects are defined as English 12, Literature 12, French 12, German 12, Spanish 12, Latin 12, Algebra 12, Biology 12, Geology 12, Physics 12, Chemistry 12, Geography 12 and History 12.

"It is important that we return to centrally-marked provincial examinations to ensure that there is a consistent measurement of the quality of education in the province," said the education minister. "We are placing a great deal of importance on the examinations and the results of the writing will count for 50 per cent of a student's final standing, while the remaining 50 per cent will be based on a school mark."

The minister said the exams will be developed provincially by committees of teachers and will be based on provincial curriculum. Exams will be two hours in length with scholarship candidates writing an additional one hour section.

Schools will continue to issue Dogwood certificates, the minister said. In February and August, exam results will be sent directly to students with copies to schools and requested post-secondary institutions. Following receipt of the marks schools will update statements of standings and issue certificates.

"I recognize that the re-introduction of provincial exams poses some questions," said Mr. Heinrich. "What I have asked the ministry to do is send out a letter outlining policy and school procedures, including schedules, and provide answers to immediate questions."

He said an information sheet will be provided to both students and parents regarding all aspects of the examinations.

The minister released the following schedule for Provincial examinations:

Jan. 23-30	Provincial Examinations, Scholarship Examinations
Feb.	Examination results sent to schools and students
June 14-22	Provincial examinations and scholarship examinations
July	Examination results to be sent to students, schools and requested post-secondary in- stitutions
Aug.	Supplemental examinations

Registration

In spite of a record level of demand by students, it was obvious that this year's registration was the most successful, from every point of view, that the college has ever held.

Registration time is one of the few times of the year when staff, faculty, administration, and the student organization, can work together visibly on our common goal of educational service.

The quality of the job done reflected confidence in each other. It was a good start to what will be an exciting year of accomplishment.

Bill Day

Magazine Issues Missing

On the following two pages are listed journal issues which are missing from the libraries collection. If any faculty, administrator or staff member has one of these issues and is willing to part with it, could they please send it to the library in care of Ralph Stanton. We will bind the completed sets for the libraries collection.

Thank you for assisting.

Ralph Stanton

TITLE

ISSUES

ADOLESCENCE

V.16 Nos.61,63-64 1981
V.15 Nos.59-60 1980

AMERICAN JOURNAL OF NURSING
AMERICAN PSYCHOLOGIST

V.82 No.4 1982
V.37 No.8 1982
V.36 No.1 1981
V.20 No.11 1965

CAHPER JOURNAL
CANADIAN BUSINESS

V.47 Nos.1-2 1980
V.50 No.1 1977
V.56 No.1 1983

CANADIAN COMPOSER
CANADIAN CONSUMER

No.152 1980
V.11 Nos.1,7-11 1981
V.12 Nos.2,9-10 1982

CANADIAN GEOGRAPHIC
CANADIAN JOURNAL OF HISTORY

V.102 No.1 1982
V.11 Nos.1-4 1976
V.12 Nos.3 1977
V.17 Nos.1,3 1982

CANADIAN JOURNAL OF PSYCHOLOGY
CANADIAN JOURNAL OF POLITICAL SCIENCE

V.36 No.4 1982
V.11 No.4 1978
V.14 No.3 1981

CANADIAN LITERATURE
CANADIAN REVIEW OF AMERICAN STUDIES
CHATELINE

Nos. 94,95 1982
V.11 No.1 1980
V.55 Nos.2-4,10 1982
V.60 No.2 1981

CHILD WELFARE
CINEMA CANADA

No.71,72 1981
No.80 1982
No.177,179 1981

CODA

COMPUTERS AND PEOPLE

V.30 Nos.1-2 1981

CORRECTIONS MAGAZINE

V.8 No.3 1982

DATAMATION

V.27 No.8 1981

DENTAL ABSTRACTS

V.27 No.8 1982

EXCEPTIONAL PARENT

V.11 No.3 1981

V.12 No.1 1982

FIDDLEHEAD

No.130 1982

FILMS IN REVIEW

V.30 Nos.1-2,4-7,9-10 1979

V.31 Nos.1-2,5 1980

V.33 Nos.8 1982

FORBES

V.129 Nos.1-9 1982

HABITAT

V.24 No.1 1982

HARPER'S

V.265 No.1589 1982

INSTRUMENTALIST

V.34 No.9 1980

V.36 Nos.1,5 1982

INTERNATIONAL PERSPECTIVES

Nos.1-2 1982

JOURNAL OF ANTHROPOLOGICAL RESEARCH	V.36 No.2 1980
JOURNAL OF APPLIED PSYCHOLOGY	V.63 No.6 1978 V.64 No.2 1979
JOURNAL OF CHEMICAL EDUCATION	V.57 No.12 1980 V.58 No.11 1981 V.59 Nos.5,8 1982
JOURNAL OF CRIMINAL JUSTICE	V.7 Nos.1,3,5-6 1979 V.8 Nos.2-6 1980 V.10 Nos.1-6 1982
JOURNAL OF COMMUNICATIONS	V.32 No.1 1982
LABOUR RELATIONS BOARD OF BRITISH COLUMBIA	Nos. 33,37 1982
LIFE	V.6 No.5 1983
MACLEAN'S	V.94 No.27,29-31 1981
NEW LEFT REVIEW	No.130 1981
NIBBLE	1981 V.2 Nos.1,7 1982 V.3 Nos.1-2
NURSING	V.10 No.5 1980
NURSING FORUM	V.19 No.4 1980
ORAL HEALTH	V.71 No.4 1981 V.72 No.4 1982
POETRY	V.23 No.1 1982
RCMP QUARTERLY	V.45 No.1 1980 V.46 No.2 1981
RELATIONS	NO.477 1982
SIMULATIONS AND GAMES	V.13 No.12 1982
SOCIAL PROBLEMS	V.28 Nos.2-3 1980/81
SOCIAL SCIENCES QUARTERLY	V.63 No.2 1982
SOCIOLOGICAL ABSTRACTS	V.30 No.6 1982
SYNOPSIS	V.13 1980
THERAPEUTIC RECREATION JOURNAL	V.12 No.3 1978 V.14 No.4 1980
VISUAL MERCHANDISING	V.113 No.1 1982
VOGUE	V.172 Nos.3-6,8-9,10,12 1982

Thank You...Thank You...

I wish to thank everyone who participated in the Fall 1983 registration process. We successfully registered returning students at a rate well in excess of our previous pattern of registration.

Your cooperation is greatly appreciated by all the staff of the Office of the Registrar.

We wish you all the best in the fall semester which has been made possible by your collective effort.

Andrew J. Wilson

P.S. Anyone who still has a name tag, please return it to Debbie or Julie.

Guide Dogs

Guide dogs are used by blind people to act as "eyes", allowing the blind person the opportunity to freely move around. Seeing eye dogs are trained to ignore all activities except those which affect the safety of the owner.

While a guide dog is in harness, it is "working" and should not be petted or played with. Feel free to greet a blind person with a guide dog, but avoid the urge to pet the dog.

Missing Chair

Has anybody seen a tall adjustable chair with a footrest?

It was delivered last semester but never arrived in the bandroom. This is part of a conductor's system and is greatly missed.

Anyone knowing its whereabouts, please contact Blair Fisher.

For Rent

Come and play Wind and The Willows with us. We have a 2 bedroom house (\$250.00) for rent on the quiet river-bank, just 10 minutes drive from Douglas College.

See Valerie MacBean in Room 3438 or leave messages at 520-5485 with Chris Walmsley.

For Sale

Two subscriptions to Playhouse Theatre.

Red and Blue Series - \$275

Contact Peter Henderson @ 682-8290

For Sale

12 Wenger Studios

Various Dimensions

For further information, contact the Purchasing Department.

Sponsored Students

Many agencies request progress information on students they sponsor at the College.

We now have a standardized reporting form that the agency representative is to use when requesting information on a student. If the student does not sign the form, the information is not released to the sponsor.

If a faculty member receives a verbal request for information, the sponsor should be referred to the Registrar's Office for an official form.

Gladys Klassen

(example on next page)

TO BE COMPLETED BY SPONSOR

DOUGLAS COLLEGE
ARCHIVES

Date: _____

Please write name and address information of sponsor in this area to facilitate return.

Student Name: _____

Student Number: _____ Program of Study: _____

TO BE COMPLETED BY INSTRUCTOR (PLEASE CHECK):

Attendance: _____ regular _____ not regular

Progress: _____ satisfactory _____ not satisfactory

Expected completion date if applicable: _____

Remarks: _____

Please complete and request student to sign this progress report where indicated below. Return completed and signed form to sponsor.

Name of Instructor: (please print) _____

signature

date

TO BE COMPLETED BY STUDENT:

By signing this form I consent to the release of the above information to the agency sponsoring my registration.

signature

date

PLEASE RETURN THIS SIGNED FORM TO YOUR INSTRUCTOR FOR MAILING TO YOUR SPONSOR.

Copies of this form are available from the Office of the Registrar

Educational Leave

In referring to article 12.14 of the Collective Agreement I wish to draw your attention to the December 1 deadline for faculty applications for educational leave. It is to all applicants benefit that you turn in your applications complete with supporting documents well before the December 1 deadline to allow your appropriate administrators time to circulate your request for comments.

If you are considering leave for the 1984/85 period, please request an application form now from your administrator and start collecting the necessary references and support requested for application. This will not only help the committee to evaluate the applications more efficiently but also improve your chances for acceptance.

All faculty groups please select your membership for the upcoming Educational Leave Committee which will meet in early December. We will need FULL membership at the first meeting.

Everett Robinson
Counselling

Parking

As we begin the fall semester there are minor changes in 'parking' and 'no parking' regulations of which everyone should be aware.

The rates for parking are unchanged from last semester and are clearly posted. The rates for motorcycle parking at 50% of the automobile rate are, or will be, posted. Bicycles will be accommodated in the three parking levels, free of charge.

During the summer months line painting has taken place on all exterior driveway entrances and ramps. All of these areas are clearly marked as 'no parking' or 'restricted parking' only. Where restricted parking is permitted, permission will only be granted by the applicant registering with the Physical Plant Department and providing name,

type and model of vehicle, together with the license number. Limited parking for oversized vehicles owned by the handicapped is available at the Royal Avenue entrance. Persons who are handicapped and drive vehicles of a size accommodated by the garage, should also register for the interior parking stalls with Physical Plant or with Impark. This is to insure that handicapped parking within the facility is used only by the handicapped.

While the bulk of the construction work on the facility is finished, from time to time members of the various contractors work force may still arrive to do warranty or deficiency work. Vehicles belonging to this work force will be permitted free of charge to occupy space on the access driveway to the engineering shops. No other parking on this driveway will be permitted.

It is anticipated that ample parking will be available for the entire college community in the three levels of underground parking. Commencing September 12 it is our intention to remove, at the owners expense, all vehicles illegally parked in any of the access entries to the facility. The parking of motorcycles will no longer be tolerated on any of the pedestrian plazas. Ample parking exists for motorcycles in the three parking levels and again it is our intention to remove vehicles parked where authorized parking is not permitted.

West Graydon

Piano Tech's Say Thanks

To all our friends and supporters, a heartfelt thanks. We've enjoyed working with you and look forward to seeing you again in the future. Best Wishes from Jacki, Lydell, Gordon, George, John and all the rest of us in the Piano Technology Program.

Please direct any further inquiries re: this program, or piano work to Brian Lydall @ 325-5194.

Vivian Has Plans

I wish to express my gratitude to the College Community for their support in sponsoring my educational leave for 1983/84. I will be using this time to complete the thesis requirements for a M.A. (Ed) degree at Simon Fraser University.

The area of research I have selected is the Evaluation of Educational Programs. It is a relatively new speciality in educational theory which blends newly developing theoretical frameworks with traditional research methodology. The title of my thesis proposal is "A procedure for developing a formal internally-based evaluation plan for college diploma nursing program."

There is no question that as our provincial government is contending with shrinking revenues all components within the educational system are being called upon to justify and rationalize the expenditure of tax dollars. As we quite well know, Directives specified in the Guidelines for the Preparation of College Strategic and Operational Plans ask for the specific plans of each college to ensure "quality of courses and programs." Since the late 1960's American educators, in response to a legislated evaluation mandate from the federal government, have proposed different conceptual frameworks on which to base the formal evaluation of educational programs. These models can be useful in delineating the main variables effecting the educational experiences within a program. Informational domains can be identified and concepts selected to guide the design of the study, the selection of data methods and the analysis of data. Yet the literature reveals that the practicality of implementing any given model in its pure form when evaluating a program has not been demonstrated in practice. The resources available, in terms of manpower and budget, will impose limits on the scope and depth of the evaluation study. The purpose of the evaluation may also limit the degree to which any one model is used. It is for these reasons, among others, that I have decided to develop a procedure (or paradigm) for systematically developing an evaluation

plan, rather than synthesize or create another conceptual model.

The approach to program evaluation frequently espoused by these theorists is one of hiring external consultants to actually do the evaluation study. In a time of fiscal restraint, that expenditure may not be feasible. Internal evaluation, in terms of predicted success of impact on improving or changing educational programs, may in actuality be preferred to external evaluation. The literature concerning the Implementation of Educational Programs reveals the importance of developing local ownership and involvement of educational personnel when affecting change.

Although my thesis will focus on evaluating diploma nursing programs, I feel that the procedure being proposed could be generalized to other programs within the college. I hope to develop this procedure in a format, like an instruction manual, that could be used by groups of faculty to develop their own departmental evaluation plans. A reading list would be provided and reference books could be made available through the library. The issue of evaluating educational programs could be a topic for Collegewide P.D. days. I would be most willing to participate in any activities such as this. The Nursing Department will be also provided with a copy of my thesis.

Vivian Stevenson

Vacation Notice

West Graydon will be on vacation from September 8 to September 26 inclusive.

In his absence, Ken McCoy will be Acting Director of Physical Plant and Site Services.

Friendly Faces Needed

Peggy Erikson (Admissions) has been hospitalized for a one month period.

Anyone wishing to bring a smile or some sunshine into her day, may do so by dropping into Room 374 (Activation Wing) of the Lions Gate Hospital.

Since being hospitalized is no 'bed of roses', a few warm gestures would go a long way.

B.C.A.C. Takes On New Role

(Letter to Bill Day, from Lorne Thompson, Executive Director, Program Services of the Ministry of Education, dated Aug. 31/83)

At the request of the Ministry, the B.C. Association of Colleges has assumed a co-ordinating role for college and institute program articulation.

Actual work will be performed by Kathy Bigsby under the direction of a Principals' Committee headed by Paul Gallagher. Details are still to be worked out.

This function represents not only the former Academic Council role, but also an extension, in that articulation of all entry level vocational programs will be included. The object is to provide a forum for discussion amongst those involved in common programs, and to guarantee unfettered movement from programs at the secondary level and to programs at universities.

Kathy will be working closely with Program Services who will attempt to have Ministry representation at all articulation meetings.

Please advise all concerned of the new procedure for program articulation.

Survival Of The Fittest?

Why are we so surprised at what is happening in British Columbia in regards to the re-

straint program? The present government proved its fitness to survive by winning the last election. In kicking the crutches out from under the poor and disabled, the government is merely applying the principle of the survival of the fittest.

If we in the academic community wish to be consistent, we cannot extol this principle in Biology and then decry the same principle when applied to the Humanities. Or can we?

Al Harms
Instructor, Mathematics

Emergency Building Evacuation (Fire or other alarm condition)

In any situation requiring the evacuation of this building the alarm will be automatically triggered by smoke detector sensors and/or heat sensitive water sprinklers. The alarm may also be manually sounded. Manual alarms are located at or near every exit.

On the sounding of an alarm all persons MUST CALMLY VACATE the entire building via the nearest exit. ALWAYS BE AWARE OF THE (LIGHTED) EXIT NEAREST AREA BEING OCCUPIED.

The prime evacuation routes are:

- (a) the stairwells to street level, accessible from either within some departmental areas or from all hallways.
- (b) grade level doorways immediately at street level.

In general if you discover an incident such as an overheated electrical cord, smouldering ash urn or waste basket

- call security desk local 5405
- advise Switchboard Operator "0"
- GIVE EXACT LOCATION OF INCIDENT
- SHUT OFF ALL ELECTRICAL AND GAS DEVICES IN THE AREA
- Close all doors
- Leave the area and calmly proceed to?

NOTE: ONLY if familiar with both the various classes of fire and types of extinguishers should any thought be given to squelching the fire ---

- VACATE THE AREA
- DO NOT PROCEED TO THE BUILDING EXTERIOR VIA FLOOR LEVEL DECKS OR ROOF LEVELS
- DO NOT PROCEED TO THE PARKING LEVELS
- DO NOT USE ELEVATORS

Staff and faculty in the presence of handicapped persons or children should proceed to evacuate immediately, assisting these people to safe exit and well clear of the building.

Curriculum Field Base or departmental area staff/faculty should assume the responsibility of clearing their area. Any doubt about their area being cleared should be reported to fire fighting personnel and/or the Security Desk.

Specific emergency instructions, with the approval of the Director of Physical Plant may be issued and posted within the various departments.

